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ABSTRACT

This book discusses parent-school cooperation, suggesting that parent stories are an effective tool for accessing knowledge to benefit parent-teacher relationships. The book defines stories as narratives gained from open-ended conversations and/or interviews, where parents answer questions that illuminate traditional and nontraditional early literacy activities in the home. The book offers a step-by-step approach to creating parent story programs, sample questions, case studies, and guidelines on collecting and interpreting data. Chapter 1, "Mapping the Terrain," discusses why parents and teachers are not partners, summarizes relevant literature, and introduces parent stories. Chapter 2, "At-Risk Students and Parental Involvement," includes teachers' descriptions of at-risk students and considers difficulties in establishing conversations with such parents. Chapter 3, "Collecting Parent Stories," discusses types of questions that teachers have asked previously and suggests that they were one-dimensional, introducing the context and development of the interview questionnaire and sharing the questionnaire. Chapter 4, "Making Sense of Parent Stories," examines the process of extrapolating salient information from conversations based on parent interviews and provides an action plan to further guide conversations with parents and develop instructional plans for students. Chapter 5, "Implications of Parent Stories," discusses how teachers can seek help outside the school by creating a resource file, using a parent narrative to discuss what agencies and organizations teachers can access when students' difficulties are beyond their control. (SM)

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